

TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

1.2.c.—Finding Shelter



In this unit, students build an understanding that animals, including humans, need shelter. They discover that all animals are part of natural systems and use the resources found in these systems to meet their needs for shelter. Then they look at how human activities can influence the availability of resources in the natural system. Lesson activities include discussions, the development of graphic organizers, and the study of different native California species and their special forms of shelter. This unit helps students broaden their understanding of how the survival of living organisms depends upon the health of natural systems.

		RI.1.1	RI.1.2	RI.1.3	RI.1.4	RI.1.7	RI.1.9	RI.1.10	W.1.2	W.1.8	SL.1.1	SL.1.2	SL.1.4	SL.1.5	L.1.4
LESSONS	California Connections	✓	✓			✓		✓			✓	✓	✓		
	1	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
	2	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	3	✓		✓		✓		✓	✓	✓	✓	✓	✓	✓	✓
	4	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓
	Traditional Assessment	✓							✓			✓		✓	
	Alternative Assessment	✓	✓						✓			✓		✓	
COMMON CORE STANDARDS															

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCCSS:** California Common Core State Standards
- **L:** Language Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards and Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on page 14 of this document.

A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below along with their learning structures for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** Whole class, partners
- **Lesson 2:** Whole class, groups of 4
- **Lesson 3:** Whole class
- **Lesson 4:** Whole class, partners

National Geographic Resources

- **Habitats** wall map (Lessons 2 and 3)
- **Political** wall map (Lessons 3 and 4)

Unit Assessment Options

Assessments	Common Core Standards and Applications
Traditional Assessment	
Students answer questions by circling the best answer, drawing pictures, and writing sentences.	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>a) Give, restate, and follow simple two-step directions...CA</p> <p>SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>
Alternative Assessment	
Students will create a four-panel brochure by drawing pictures and writing/dictating sentences about the pictures.	<p>RI.1.1: ...answer questions about key details in a text.</p> <p>RI.1.2: ...retell key details of a text.</p> <p>SL.1.2: ...answer questions about key details in...media.</p> <p>a) ...follow simple two-step directions...CA</p> <p>SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>

Lesson 1: Give Me Shelter

Students discuss what living things need to survive. They create a class chart associated with “shelter.” Students follow along as the teacher reads about the California least tern, and then they discuss where and how the least tern finds shelter.



Use this correlation in place of the **Procedures** on pages 40–41 of the Teacher’s Edition.

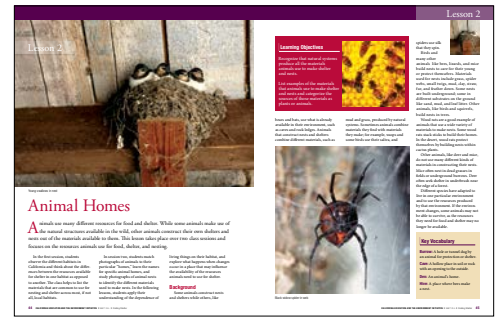
Procedures	Common Core Standards and Applications
Vocabulary Development	
<p>Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate. Ask students to write their name in the space provided in the Dictionary. These documents are provided separately.</p> <p>Tip: If Dictionary Workbooks need to be reused from year to year, students should not write in them.</p>	<p>RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text...</p> <p>L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...</p> <p>a) Use sentence-level context as a clue to the meaning of a word or phrase.</p>
Step 1	
<p>To link previous learning with what the students will be studying, review what living things need to survive (food, air, water, shelter, space/habitat). Remind them that living things include animals, people, and plants. Accept, or provide, if necessary, the following answers: food, air, water, shelter, space/habitat.</p>	<p>RI.1.10: With prompting and support, read informational texts...</p> <p>a) Activate prior knowledge related to the information and events in a text...CA</p>
Step 2	
<p>Ask students to think about the building in which they live. Tell them that our homes are different from each other. Some live in houses; others, apartments or condominiums. No matter what it is called, our home covers and protects us. Make the connection that animals also need to be covered and protected. Draw students’ attention to the Shelter Cluster Diagram on the board or chart paper. (Note: The only circle with text is the center circle, “Shelter.”) Ask students to talk about everything they know about “shelter.” Write their answers on the Shelter Cluster Diagram. If needed, prompt the students with the following questions:</p> <ul style="list-style-type: none"> ■ What does shelter mean? ■ How do people and animals get shelter? ■ Which materials do animals use for shelter? ■ Where do they find these materials? ■ Why is it important to have shelter? 	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.10a: Activate prior knowledge related to the information and events in a text...CA</p> <p>SL.1.1: Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b) Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c) Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

Procedures	Common Core Standards and Applications
Step 3	
Distribute a copy of the California Connections: An Interesting Little Bird reader to each student. Ask the students to look closely at the cover and turn to a partner to describe to each other what they see. As a whole group, tell them that the bird is called a California least tern. Read the title to the students.	<p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10a: Activate prior knowledge related to the information and events in a text...CA</p>
Step 4	
<p>Continue reading the text of the piece out loud as the students follow along in their own copy of the reader. Pause during the reading to discuss where and how the least tern finds its shelter. Use the following questions to focus the class discussion of the reading:</p> <ul style="list-style-type: none"> ■ Where does the least tern live? (<i>On the beach</i>) ■ Where else can birds live? (<i>In nests, in trees, in bird houses</i>) ■ What do least terns eat? (<i>Small fish and small crabs</i>) ■ Where does the least tern lay its eggs? (<i>On the sand, on the beach</i>) ■ What can people do to keep the least tern safe/protected? (<i>Post No Trespassing signs, build fences, give them their own quiet space</i>) 	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.2: Identify the main topic and retell key details of a text.</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
Step 5	
After reading, continue the class discussion about what materials the least tern uses for shelter and nesting (<i>Quiet, sandy beach</i>). Ask how people can affect the least tern. (<i>They drive cars nearby or go to the beach, they post protection signs, they build fences.</i>)	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.2: Identify the main topic and retell key details of a text.</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
Step 6	
<p>Distribute a Student Workbook to each student. Tell students to turn to Shelter for the Least Tern (Student Workbook, page 2). Read the instructions aloud and give students 10–15 minutes to complete their drawing and writing. Tell students that they can use the California Connections: An Interesting Little Bird reader to help them with their ideas. (<i>Note: If there are pre-writers in the class, allow them to dictate their picture descriptions to a teacher or other adult.</i>)</p> <p>Gather the California Connections: An Interesting Little Bird reader.</p> <p>Collect Student Workbooks and use Shelter for the Least Tern for assessment.</p>	<p>SL.1.2a: ...follow simple two-step directions...CA</p> <p>SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.8: With guidance and support from adults, recall information from experiences...to answer a question.</p>

Procedures	Common Core Standards and Applications
Step 6 (Continued):	
<p>Tip: If Student Workbooks need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> ■ Have students use binder paper or other lined or unlined paper ■ Have students use a sheet protector over the page and write with a whiteboard marker ■ Do together as a class on a projector or chart paper ■ Project the digital fill-in version and do together as a class ■ Students use digital devices to fill in the digital version found on the website. ■ Make student copies when necessary 	<p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

Lesson 2: Animal Homes

In the first session, students discuss and list the resources available to animals in different habitats for shelter. In the second session, students examine photographs of various animal nests and dens, and match animals to specific kinds of shelters.



National Geographic Resources

- **Habitats** wall map

Session 1

Use this correlation in place of the **Procedures** on page 48 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
Step 1	
Remind students that they are learning about animals and their shelters. Call students' attention to the Habitats wall map and some of the animals that live in different parts of California. Point out that different animals have different materials available to make their shelters and nests in these habitats. Ask students, "What are some of these materials animals use to make their shelters?" (<i>Trees, plants, plant parts, rocks, soil, ground, water, ice, snow</i>) Write their observations on the board or chart paper.	<p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10a: Activate prior knowledge related to the information and events in a text...CA</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
Step 2	
<p>Review with students the meaning of the word "shelter." (<i>Something that covers or protects.</i>) Tell students that they will work in small groups to become experts on where and how animals might find or make shelter in a natural habitat.</p> <p>Divide class into groups of four students. Project Finding Shelter in a Meadow (Visual Aid #1). Give the groups one minute to look at Finding Shelter in a Meadow and discuss places and materials which an animal could use for a nest or shelter. Ask students from each group to share one observation about animal shelters in meadows. (<i>Bushes, on the ground, under rocks, in a log, in the grass, under leaves</i>)</p>	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10a: Activate prior knowledge related to the information and events in a text...CA</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>Suggestion: Download Visual Aids #1-3 for easy access during the lesson from http://californiaeei.org</p>

Procedures	Common Core Standards and Applications
Step 3	
Project Finding Shelter at the Shore (Visual Aid #2). In their same groups, ask students to find and discuss where and how an animal at the shore could find shelter. After one minute, have students from each group share one of their ideas. (<i>Grass, the water, the rocks, the sand, the wood/log</i>)	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10a: Activate prior knowledge related to the information and events in a text...CA</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
Step 4	
Lead a discussion about the similarities and differences in finding materials and making shelters in these two natural settings. As students talk about what was the same and what was different, write their observations on a piece of chart paper.	<p>RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>Suggestion: <i>Use of a Venn Diagram may be appropriate for your class.</i></p>
Step 5	
Tell students that some animals make shelter out of the materials they find in their habitat. Ask students to think of an animal that does this. (<i>Birds and bees</i>) Tell students that in the next class session they will look at photographs of animals and their different kinds of shelters.	<p>RI.1.10a: Activate prior knowledge related to the information and events in a text...CA</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

Session 2

Use this correlation in place of the **Procedures** on page 49 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Step 1	
After reviewing the vocabulary through the Word Wall Cards and the Dictionary Workbook , show students the Animals and Their Shelters (Information Cards #1–20) depicting different animal shelters (den, reef, nests, hive, burrow, lodge). Have students briefly share what they see in each.	<p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10a: Activate prior knowledge related to the information and events in a text...</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.2: Ask and answer questions about key details in a text read aloud...</p> <p>SL.1.4: Describe people, places, things...</p>

Procedures	Common Core Standards and Applications
Step 2	
<p>Tell students that they will go on an “Animal Shelter Hunt.” Explain that they will each get an Animals and Their Shelters information card with an animal or a shelter picture and their job is to walk around the room looking for their “match.” For example, the student with the honeybee information card has to find the student with the beehive information card, the student with the reef information card has to match up with the student holding the information card with the fish. Tell students that when they find their “match,” they should sit down on the floor, next to the classmate holding the information card that “matches” their information card.</p> <p>Have students spread out into various places around the classroom. Distribute the Animals and Their Shelters information cards, quickly telling students what their card depicts. <i>(Note: If you have more students than cards, students can work in pairs, with two students sharing one card.)</i> On your signal, have students walk around to the other students in the room to find their “match.” As students are hunting for their match, walk around the room to help clarify any misconceptions.</p>	<p>SL.1.2a: ...follow simple two-step directions...CA</p>
Step 3	
<p>Gather the information cards and tell students to return to their seats. Redistribute the students’ individual Student Workbooks. Tell them to turn to Animal Shelter (Student Workbook, page 3). Give each student a pencil, and some crayons, colored pencils or colored markers. Have students choose one of the vocabulary words from the Word Wall (“den,” “hive,” “burrow,” “cave,” “nest”) and draw a picture of the shelter and an animal that belongs in it. They should write a sentence describing their drawing. <i>(Note: If there are pre-writers in the class, the students can dictate their sentence to the teacher or other adult.)</i></p> <p>Collect Student Workbooks and use Animal Shelter for assessment.</p>	<p>SL.1.2a: ...follow simple two-step directions...CA</p> <p>SL.1.5: Add drawings...to clarify ideas, thoughts, and feelings.</p> <p>W.1.2: Write informative...texts in which they...supply some facts about the topic...</p> <p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

Lesson 3: Our Need for Shelter

Students discuss where they find shelter and meet their basic needs, and then look at two maps of California to identify that humans build communities in areas where wild animals live. They draw and write about where the wild animals in their community find shelter and food today as well as where they might have found food and shelter before their community was built.



National Geographic Resources

- **Habitats** wall map
- **Political** wall map

Use this correlation in place of the **Procedures** on pages 68–69 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
Step 1	
<p>Call students' attention to the Shelter Cluster Diagram created in Lesson 1. Review their descriptions and associations with the word "shelter." Add any new information that students suggest.</p> <p>Encourage students to give an example of what people use for shelter (<i>house, school buildings, church, bus stop</i>). Guide their discussion as they talk about their own home and community as a place where they find shelter and meet their needs.</p>	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.10a: Activate prior knowledge related to the information and events in a text...</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.4: Describe people, places, things...</p>
Step 2	
<p>Students now understand that shelters are "something that covers or protects animals from weather or danger." Begin to focus on the fact that animals must be able to find food near their "shelter" to meet their needs.</p> <p>Ask students, "What is this animal?" as you post the Animals and Their Shelters information cards: Beaver, Desert tortoise, Kangaroo rat, and Songbird) in column one of Finding Food Near Shelter Chart.</p> <p>Next post the Animals and Their Shelters information cards: Beaver lodge, Desert tortoise den, Kangaroo rat burrow, and Songbird nest. Ask students, "What do you call this animal's shelter?" Post the appropriate Animals and Their Shelters information card in column two. Have students look at the information cards for clues about what each animal eats. Ask students, "What does this animal eat?" and record students' answers in column 3. (<i>Note: An Answer Key and Sample Answers for Finding Food Near Shelter Chart are provided on page 70.</i>)</p>	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10a: Activate prior knowledge related to the information and events in a text...CA</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.4: Describe people, places, things...</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Call students' attention to the Habitats and Political wall maps. Ask them to identify where humans live. (<i>In all the cities and towns</i>) Ask students where the habitats where animals live and find shelter are found. (<i>The various regions on the Habitats wall map</i>.) Tell students that many of the areas on the Habitats wall map are where people build communities made up of neighborhoods, with houses, stores, schools, and all the other things that people use for shelter. Ask students to name their neighborhood and their town or city and locate it for them on the Political wall map. Have students look at the area where their neighborhood would be on the Habitats wall map and note with which animals they share this area.</p>	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10a: Activate prior knowledge related to the information and events in a text...CA</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
Step 4	
<p>Tell students that people also use land to grow food on farms and to travel. Using the Political wall map, point to some of the areas where people grow food, such as the Great Central and Imperial valleys. Explain to students that these farms and roads are built in areas where other animals live and find shelter.</p> <p>Ask students to share about any wild animals they see or hear in their community. On the board, list some of the wild animals they have observed living in the same place as they do (insects, birds, mice, snakes, lizards, coyotes). Ask students to think about where these wild animals find shelter and the other things they need to live in their community. List their ideas on the board.</p>	<p>RI.1.10a: Activate prior knowledge related to the information and events in a text...CA</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
Step 5	
<p>Tell students they are going to become time travelers. Ask them to imagine what the area they live in may have looked like before their community was built in that place. Tell them to go back in time before there were houses, schools, stores, buildings, and roads, and think about where wild animals would have found shelter and the other things they needed back then, before their community was built. Write their ideas on the board.</p>	<p>RI.1.10a: Activate prior knowledge related to the information and events in a text...CA</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
Step 6	
<p>Redistribute the students' individual Student Workbooks. Tell them to turn to Finding Shelter in a Community (Student Workbook, pages 4–5). Read the headings ("Today" and "Long Time Ago") along with the instructions to the students. Give them time to draw and write about how the habitat would be different for these wild animals then and now.</p> <p>Collect Student Workbooks and use Finding Shelter in a Community for assessment.</p>	<p>SL.1.2a: ...follow simple two-step directions...CA</p> <p>SL.1.5: Add drawings...to clarify ideas, thoughts, and feelings.</p> <p>W.1.2: Write informative...texts in which they...supply some facts about the topic...</p> <p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

Lesson 4: Sharing Nature's Resources

Students revisit **California Connections: An Interesting Little Bird**, recalling information about the California least tern and reviewing some human activities that help these animals continue to find shelter. They discuss the creation of nature preserves and design a house and yard in which both people and animals can find shelter.



National Geographic Resources

- **Political** wall map

Use this correlation in place of the **Procedures** on page 78 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
Vocabulary Development	
Use the Dictionary Workbook and the vocabulary Word Wall Cards to introduce new words to students as appropriate.	L.1.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases...
Step 1	
Link the previous lesson to the current one by asking students to briefly discuss what happens when people and other animals live in the same place. (<i>They share the land, water, space, and materials available for finding food and shelter.</i>) Remind them that in the last lesson they described the wild animals that they see or hear in their community.	<p>RI.1.10a: Activate prior knowledge related to the information and events in a text...CA</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
Step 2	
<p>Redistribute a copy of California Connections: An Interesting Little Bird reader to each student. Invite students to share something they remember from reading the book in Lesson 1 and something that makes the California least tern interesting in how it finds shelter. (<i>It makes nests in the sand right on the beach or shore.</i>)</p> <p>Have students find the page in the reader that shows the road by the beach (page 17). Then have them turn to the next page and describe what they see in the photograph. (<i>People are using the sandy beach and they have built their houses on the beach.</i>)</p> <p>Explain to students that people started protecting the least tern habitats. They decided to set aside some land that is safe for the plants and animals. Tell them that these special places are called "nature preserves."</p>	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.2: Identify the main topic and retell key details of a text.</p> <p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>

Procedures	Common Core Standards and Applications
Step 3	
<p>Tell students that one nature preserve in Southern California, called the Tijuana River Reserve and Estuary, is a place where the least tern can find shelter. Show students the general area of this nature preserve on the Political wall map.</p> <p>Project The Tijuana River Reserve and Estuary (Visual Aid #3) and show students the boundaries on the reserve. Explain that this reserve is right next to some very big cities in two different countries (<i>Imperial Beach, San Diego, USA and Tijuana, Mexico</i>) and that many people live and work nearby. Ask students what they notice about the area inside the nature preserve. (<i>There are no houses, buildings or roads, people are not living on that land.</i>) Explain that nature preserves are places for other animals to find shelter, not for people, but that people can visit the preserves to see how the animals there live.</p>	<p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10a: Activate prior knowledge related to the information and events in a text...CA</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>
Step 4	
<p>Have students turn to a partner and tell them of other ways people can help animals find shelter when they are both sharing the same space. Encourage students to look through their leveled reader to generate ideas. Write their ideas on the board as they share them with the whole class. If students need help generating ideas, ask them the following questions:</p> <ul style="list-style-type: none"> ■ Why did people post signs at the beach? (<i>To tell people about the nests on the ground.</i>) ■ Have you ever seen a bird feeder or a bird bath? How do they help birds? (<i>They provide a safe place for shelter, water and cleaning.</i>) 	<p>RI.1.1: Ask and answer questions about key details in a text.</p> <p>RI.1.2: Identify the main topic and retell key details of a text.</p> <p>RI.1.7: Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.10a: Activate prior knowledge related to the information and events in a text...CA</p> <p>SL.1.1: Participate in collaborative conversations...</p> <p>SL.1.4: Describe people, places, things...</p>
Step 5	
<p>Redistribute the students' individual Student Workbooks. Tell them to turn to A Place for People and Birds (Student Workbook, page 6). Explain that they are to use one of the ideas from the board to draw and write about a place where people are helping animals find shelter. Provide colored pencils or crayons for students to use.</p> <p>Gather the California Connections: An Interesting Little Bird reader.</p> <p>Collect Student Workbooks and use A Place for People and Birds for assessment.</p>	<p>SL.1.2a: ...follow simple two-step directions...CA</p> <p>SL.1.5: Add drawings...to clarify ideas, thoughts, and feelings.</p> <p>W.1.2: Write informative...texts in which they...supply some facts about the topic...</p> <p>W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

California Common Core State Standards Descriptions

Language Standards

- **L.1.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - a) Use sentence-level context as a clue to the meaning of a word or phrase.

Reading Standards for Informational Text

- **RI.1.1:** Ask and answer questions about key details in a text.
- **RI.1.2:** Identify the main topic and retell key details of a text.
- **RI.1.3:** Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.1.4:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. **(See grade 1 Language standards 4–6 for additional expectations.) CA**
- **RI.1.7:** Use the illustrations and details in a text to describe its key ideas.
- **RI.1.9:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- **RI.1.10:** With prompting and support, read informational texts appropriately complex for grade 1.
 - a) **Activate prior knowledge related to the information and events in a text. CA**

Speaking and Listening Standards

- **SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
 - a) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
 - b) Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
 - c) Ask questions to clear up any confusion about the topics and texts under discussion.
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 - a) **Give, restate, and follow simple two-step directions. CA**
- **SL.1.4:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Writing Standards

- **W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.